ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 7/13/65	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED000317	7049	N.A.	

4. AUTHOR(S):
N.A.

5. TITLE OF DOCUMENT ABSTRACTED:
Cooperative Program for Superior Students

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Univ. of Conn.
ST. Storrs, Conn.
CITY, STATE

9. PUBLISHER OR SOURCE
University of Connecticut

TELE. EXT.
INST/LOC CODE

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	56	7

MICROFILM COPY AVAILABLE
YES ☒ NO ☐

COPYRIGHT GRANTED
YES ☐ NO ☒

COPYRIGHT RELEASE FILED
YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
report

16. INDEXING TERMS (6-12)

cooperation R-34	talent Y-19			
articulation R-16	programs P-22			
students Y-15	credit R-51			

17. ABSTRACT (MAX. 250 WORDS):

Description of cooperative plan whereby outstanding high school students work under selected teachers in their own high schools on approved program of work for which they receive full college credit. Discusses fields available, preliminary steps for instituting a program, operation of the program, and relationship of student to university.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

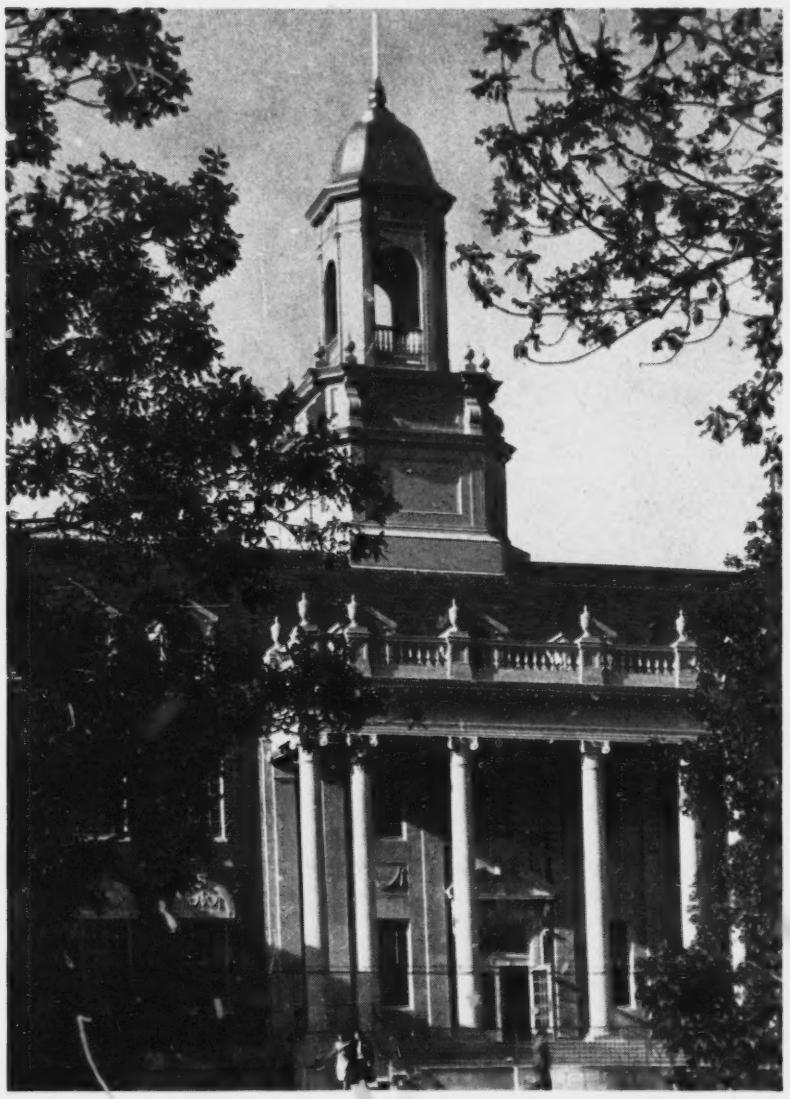
IV-4

7049

COOPERATIVE PROGRAM

for

SUPERIOR STUDENTS



The University of Connecticut

Storrs

ED000317

COOPERATIVE PROGRAM

for

SUPERIOR STUDENTS

The University of Connecticut

Storrs

The University of Connecticut Bulletin

Volume 52, Number 1, June 1956. Published six times a year, in February, March, April, June, September and December. Entered at Post Office at Storrs, Connecticut, as second class matter, under Act of Congress of August 24, 1912.

PRECEDING PAGE BLANK-- NOT FILMED

The University of Connecticut

COOPERATIVE PROGRAM FOR SUPERIOR STUDENTS

Different students learn at very different rates. Every experienced teacher knows that the slower students in his classes take up a disproportionately large proportion of his time. While the good teacher is not at all unwilling to give whatever time is required to his slower students, nevertheless it is obvious to all concerned that the long-run return may be considerably higher if time, attention, and effort can be given to the better students, to the end that they may be challenged and not fall into habits of mental laziness.

The ability of some students to assimilate material at far above average rates makes it possible for them to:

a) Cover the same ground as average students, but in less time — what is commonly called an "accelerated program."

b) Spend the same total time in school as average students, but take an "enriched program," so that they cover some areas not covered by their fellows.

c) Take some combination of "acceleration" and "enrichment."

The University of Connecticut has long been interested in identifying the best students, and in providing for them special programs of work directed toward these aims of acceleration and enrichment. The University faculties have set up various sorts of programs for their own students to meet these aims at least in part. In addition, the University's scholastic authorities have recently approved the establishment of a cooperative program which makes

possible acceleration or enrichment for promising students who are still in high school.

Nature of the Plan

Under the University's Cooperative Plan for Superior Students, outstandingly good high school students work under selected teachers in their own high schools on an approved program of work for which they receive full college credit. The nature of the plan can best be understood by illustration. Perhaps the student is enrolled in a regular high school course in English. If he is admitted to the cooperative program, his high school English teacher, working in close collaboration with the University's English Department, will give him supplementary readings and exercises, so that he will cover not only the necessary material for his high school English course, but also the material covered by the University's students in their freshman English course. If the work is successfully completed, he will receive the usual high school units in English, but, in addition, the University of Connecticut will give him full college credit for its course in freshman English.

If the student later enters the University of Connecticut, he will already have the credit and will have satisfied his freshman English requirement. If he enters some other college, the University of Connecticut will furnish him an official transcript indicating the amount of University credit which he has earned and the course or courses which he has taken. Thus the cooperative program is available for students without regard to the college which they ultimately attend.

Fields Available

The University makes cooperative programs available in most areas of work ordinarily covered in the freshman year of college. Work has been actually offered in such fields as chemistry, English, French, history, mathematics, and zoology and programs have been approved also in Spanish, government and physics. The University is anxious to be of assistance to schools in stimulating their better students, and would seriously consider the possibility of supervising college work at the freshman level in any field in which the principal believes that he has both competent teachers and gifted students.

Instituting a Program

Three preliminary steps are necessary for a school which wishes to take advantage of the cooperative program:

1. *Approval of the School.* The principal of the school applies to the University for approval as a cooperating school. This can be

done simply by directing a request to Supervisor, Cooperative Program for Superior Students, University of Connecticut, Storrs, Connecticut.

2. *Approval of Teachers.* Just as the cooperative program is intended only for superior students, so the supervision of the work is limited to superior teachers, selected by their principals and approved by the appropriate departments of the University. It is considered a real honor for a teacher to be approved for work in the program. When the principal of an approved school decides that he would like to offer for his students work in a given subject-matter field and that he has a teacher presumably qualified to supervise the work, he sends to the University a description of the teacher's background of training and experience, and his own appraisal of the teacher's ability as compared with other members of his faculty. In order to be approved, the teacher must have adequate training in the subject-matter field, and also a record of teaching experience which indicates that he is well above average in his success with students. All credentials submitted by the principal will be examined by appropriate personnel at the University, and if the teacher is approved, he and his principal will be notified.

3. *Admission of Students.* Under the University's regulations this program is limited to students who have had an outstandingly good record of scholastic performance. It is not open to average students, nor even to students whose work is average when compared with others who will presumably go to college. In other words, the expectation that the student will ultimately be admitted to college is by no means sufficient for admission to the program. The program is limited to students whose past work has been of honors level. When the plan was originally under discussion proposals were considered to limit it to students in the top 5% or 10% of their classes. The University faculties finally decided not to impose any specific arbitrary numerical limitations but they did instruct the admissions officers to limit the program to students whose past records were really exceptional. The principal should submit a transcript showing the past record of each student whom he recommends for admission to the program. He should also indicate clearly what specific University of Connecticut course or courses the student wishes to pursue.* He should finally add his

*The approved teacher in any subject-matter area should discuss with the appropriate department at the University the subject-matter of the University's freshman offerings in his field. He should then be in a position to recommend to his principal specific University courses which would be appropriate.

own recommendation for the admission of the student to the program indicating his belief that the student is of outstanding scholastic ability and will profit by such work. If the student meets the University's requirements, he and his principal will be notified of his admission to the program.

Operation of the Program

Supervising teachers should keep closely in touch with their departments at the University in order to make sure that their students cover the proper subject-matter. The immediate supervision of the student's work will be in the hands of the approved high school teacher, but if the University is ultimately to give college credit in one of the University's courses it is obvious that the University department must be satisfied both as to the material covered and as to the quality of the student's performance. No teacher should start work with any student in this program until the student has been officially admitted by the University nor until the teacher has conferred with the proper University department concerning the aims, level, and content of the course. Most University departments furnish to approved teachers outlines or syllabi, sample assignments and examinations, lists of experiments or readings, and other appropriate materials. The final examinations must be approved by the proper University department. The University's department head will furnish to the approved cooperating teacher such class lists, forms for submitting grades, and other official forms as may be necessary. The teacher's direct contact with the University is through his department head at Storrs.

The program is extremely flexible in the details of its operation. The University is willing to institute a program for a single promising student in a single subject, or if the school has a large enough body of qualified students to make such a plan worthwhile, the approved students may be placed in special honors classes carrying a program especially tailored to satisfy the requirements of the University courses.

Relationship of the Student to the University

As has been indicated earlier, students are admitted to the cooperative program by the University to pursue designated courses of study. If they complete the work satisfactorily, they receive full college credit. For this service the University makes no charge.*

*If the student who has satisfactorily completed work in the program later attends some other college or university, the University of Connecticut will furnish him, without charge, one official transcript showing the work completed and the credit awarded. A small charge is made for each additional transcript.

Students may withdraw from a course or from the entire program at any time; also the University or the secondary school may require withdrawal from specific courses or from the entire program at any time. After completion of the program, no grade lower than "C" will receive credit or be entered into the student's permanent University record. The University takes this position, after consultation with an advisory committee of high school principals; to protect the high school student (who must have had a distinguished scholastic record in order to be admitted to the program in the first place) from getting into his permanent record a low grade which might arise in unusual cases by putting an immature student into college work before he was fully ready for it.

When Can Programs Be Established?

The University is glad to consider requests for approval of schools or teachers or for the admission of students at any time. If it is desired, the University tries to send someone to the school to discuss the program with principal, counselors, and teachers. Many schools prefer to start actual teaching work in September and to make all arrangements, including approval of teachers and admission of students, the preceding spring. This makes it possible for necessary decisions to be made at the time the student is ordinarily selecting his program of studies for the following year and while the school's administrators still have some flexibility for making budget adjustments, if any are necessary. If such arrangements fit best into the high school's program, they can easily be made by the University. On the other hand, any principal who finds some other time schedule more satisfactory should feel free to get in touch with the University at any time.

All inquiries concerning the program described in this bulletin, and all requests for approval of schools or teachers or for the admission of students, should be addressed to:

Supervisor
Cooperative Program for Superior Students
University of Connecticut
Storrs, Connecticut